R E P O R T R E S U M E S

ED 015 028 PS 000 284

APPENDIX, STUDIES I, II AND III. ORIGINAL INSTRUMENTS USED AND BIBLIOGRAPHY.

BY- WOLFF, MAX

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DESCRIPTORS- *MEASUREMENT INSTRUMENTS, *KINDERGARTEN CHILDREN, TEACHER EVALUATION, *QUESTIONNAIRES, *PARENTS, QUESTION ANSWER INTERVIEWS, READINESS (MENTAL), HEAD START,

SEVEN INSTRUMENTS WERE USED TO TEST HEAD START CHILDREN'S PROGRESS IN KINDERGARTENS IN NEW YORK CITY IN 1965. ONE OF THESE INSTRUMENTS WAS THE CALDWELL PRE-SCHOOL INVENTORY. THE REMAINING SIX, DEVELOPED SPECIFICALLY FOR THIS STUDY, APPEAR IN THIS APPENDIX. (THE THREE-PART STUDY CAN BE FOUND UNDER THE FOLLOWING TITLES (PS 000 281) SIX MONTHS LATER. STUDY I, A COMPARISON OF CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN KINDERGARTEN, A CASE STUDY OF THE KINDERGARTENS IN FOUR PUBLIC ELEMENTARY SCHOOLS, NEW YORK CITY. (PS 000 282) SIX MONTHS LATER. STUDY II, FACTORS INFLUENCING THE RECRUITMENT OF CHILDREN INTO THE HEAD START PROGRAM, SUMMER 1965, A CASE STUDY OF SIX CENTERS IN NEW YORK CITY. (PS 000 283) SIX MONTHS LATER. STUDY III, LONG-RANGE EFFECT OF PRE-SCHOOLING ON READING ACHIEVEMENT.) (LIST OF REFERENCES INCLUDED) (LG)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ED015028

APPENDIX

Studies I, II, and III.

Original Instruments Used And Bibliography

PS 000284

P.S. .....

Principal.....

EVALUATION OF KG. CHILDREN'S READINESS TO ENTER FIRST GRADE

INSTRUCTIONS TO TEACHERS

To all Kindergarten Teachers:

We realize that few, if any, of your children are as yet ready to enter first grade. We want to know, however, the comparative readiness of the children in the kindergarten classes. For that reason, we are requesting that you evaluate all the children in your classes by their readiness for entrance into first grade in September, 1966, by following the procedure below:

1. WITH RESPECT TO OVERALL READINESS:

Make a list (on page ii) of all the children in your class (a separate list for each Kg class) in the order of their readiness for first grade. List those most ready first down to those least ready last. In some cases, two or three children may tie for the same rank. For these children, simply bracket the numbers you arbitrarily assign them to indicate that they do not differ essentially in their readiness for first grade.

Example:	Rank	Name
	1.	.....
about the same	2.	.....
	3.	.....
	4.	.....

2. WITH RESPECT TO SPECIFIC ASPECTS OR CATEGORIES OF READINESS:

Please fill out the attached schedule for EACH child in each of your classes.

Procedure:

First read through the descriptions of the five choices given you in each category of readiness. You will notice that Choice number 3 is usually described simply as the "average" for this class. This middle group or "average" is defined as the one which describes the performance of the largest number of the children in this particular kindergarten class.

Decide in your mind what this "average" or most common performance is for the class in each of the readiness aspects. This "average" may be different for each of your classes but will always be represented by choice number 3.

Now consider the individual child whose schedule you are doing. If he falls into this middle, (average performance) group, check choice number 3. Is he ahead of this middle group? If so, check either choice number 1 or 2 according to your evaluation of him with regard to this one aspect of readiness. If he is behind the children in the middle group, check either number 4 or 5, whichever you judge is more appropriate.

In this way, we will get not an absolute grade for each child, but a comparative rating which will show how he is doing in comparison with the other children in this particular kindergarten class with respect to each aspect or category of readiness for first grade work.

3. PLEASE NOTE:

For children who have a foreign language as their first language, try, insofar as possible, to discount the differences that arise from this cause. We wish to rank the children by their performance in the language that comes easiest to them, not by their freedom in the use of English.

Many thanks for your thoughtful cooperation in completing the schedule.

P.S.....

RANKING ARRAY FOR KINDERGARTEN CLASS .....

List of children in the class in the order of those most ready to enter first grade in Sept. 1966 to those least ready to do so. Bracket ties.

RANK	NAME OF CHILD
1.	.....
2.	.....
3.	.....
4.	.....
5.	.....
6.	.....
7.	.....
8.	.....
9.	.....
10.	.....
11.	.....
12.	.....
13.	.....
14.	.....
15.	.....
16.	.....
17.	.....
18.	.....
19.	.....
20.	.....
21.	.....
22.	.....
23.	.....
24.	.....
25.	.....

COMPARATIVE RATING OF CHILDREN IN READINESS TO ENTER FIRST GRADE

P.S..... Kg. Class..... Teacher's name ..... Date.....

NAME OF CHILD.....OVERALL SCHOOL READINESS RANK.....
(from page ii)

Fluency in English: Understanding ...none ...limited ...good Speech ...none ...limited ...fluent

---

A. ADJUSTMENT TO SCHOOL ROUTINE:

1. <u>On admission to kindergarten</u> - difficulty in leaving person who brought him to school for the first week or two of the term.

COMPARATIVE RATING: (Check one.)

....(1) said goodbye cheerfully and joined in the routine.
....(2) overcame reluctance to part in short time.
....(3) overcame reluctance after an average length of time.
....(4) took longer than usual
....(5) cried excessively or refused to participate for more than two weeks.

2. <u>Later adjustment to school routine</u> - during which month did this child learn the class routine and accept it?

MONTH: (Check one.)

....(1) September
....(2) October
....(3) November
....(4) December
....(5) Not yet adjusted

B. BEHAVIOR: (Try to ignore behavior due to language difficulties.)

1. <u>Towards peers in organized play</u> -

COMPARATIVE RATING: (Check one.)

....(1) participates eagerly, shows leadership, frequently chosen by others as a partner.
....(2) likes organized group work or play, can show leadership, not as popular as the children in group (1)
....(3) average participation and acceptance by this group.
....(4) shows reluctance to participate in group play; is generally unnoticed by peers.
....(5) dislikes organized play; habitually withdrawn or disruptive of the group activity; generally disliked.

2. <u>Towards teacher</u> - response to routine directions, eg. "Put away the blocks."

COMPARATIVE RATING: (Check one.)

....(1) eager, responds to requests quickly.
....(2) agreeable, needs little help.
....(3) needs average support in following directions.
....(4) tends to ignore requests; needs repeated help to comply, even when he understands the direction.
....(5) refuses to comply or actively resists.

(more)

C. ACHIEVEMENT:

1. Speech - (Judge child's speech in the language he normally speaks at home.)

COMPARATIVE RATING: (Check one.)

....(1) responds in sentence form to questions; easily understood by teacher and peers.
....(2) responds in phrases or occasional sentences; readily understood by teacher and peers.
....(3) ability to communicate and be understood is average for the class.
....(4) speech difficult to elicit or limited to single words, occasional phrases, often not understood by teacher or peers.
....(5) responds only occasionally, usually not understood by teacher or peers.

2. Work habits -

COMPARATIVE RATING: (Check one.)

....(1) perseveres and completes tasks independently.
....(2) needs support but completes tasks willingly.
....(3) average perseverance and success in completion of tasks.
....(4) poor approach to tasks, rarely completes.
....(5) shows least effort or ability to perform tasks.

3. Listening habits - as in story-telling time.

COMPARATIVE RATING: (Check one.)

....(1) active listener, enjoys content, participates in discussion.
....(2) good listener, follows content, does not participate as fully as (1)
....(3) average listener
....(4) passive listener; quiet, but does not hear much of content, rarely participates.
....(5) has great difficulty in being quiet or in absorbing content.

4. Understanding of concepts - (NOTE TO TEACHER: This next group of six basic concepts is to be treated a little differently. On the dotted line in front of each concept, please record a rank ranging from (1) best understanding of concept to (5) least understanding of concept by this child.

COMPARATIVE RATING: (Enter a rating from (1) to (5) for each concept)

.... a. knowledge of self: knows name, age, sex, parts of body.
.... b. knowledge of others: knows teacher's name, names of classmates.
.... c. knowledge of color: can select objects by color on request.
.... d. understanding of form: can match shapes, such as cylindrical blocks, triangular or square objects.
.... e. understanding of number and size concepts: knows EQUAL number of objects, greater or less than, bigger and smaller, heavier or lighter; can count a little.
.... f. understanding of time concept: uses and/or understands time words, such as soon, later, yesterday, tomorrow; relates past events, talks about a sequence of future events.

D. Attendance record through December:
....never absent
....normal for class
....excessive absence

Date of admission to your class.....

E. Child's general health:
....good
....average
....poor

F. Please record any MAJOR mental, emotional or physical impairments:

Mental.....
Emotional.....
Physical .....
No major impairments.....

INTERVIEWER'S NAME .....

Date of Interview .....

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KINDERGARTEN TEACHER INTERVIEW

1. What proportion of your A.M. class and of your P.M. class attended Head Start last summer?

2. At the start of this school year, did you observe any differences between those children who had and those who had not had Head Start?

   If yes, when during the school year did the difference tend to disappear?

3. What effect, if any, did the fact that some of the children had had H-S have on the functioning of the class (a) in the first few weeks of the term? (b) later on? (a,b,c.)

4. Have you had to modify the basic curriculum in any way because of the H-S children's experience?

5. In what way, if any, did H-S children differ from non-H-S children in their relationship with their classmates; in the teacher-child relationship?

6. In your opinion, what are the most important things a youngster learns in Kg that prepare him for first grade work?

7. If you taught in H-S last summer, please compare H-S with Kg? (include class-size and its effect, staffing, basic philosophy, tone, curriculum.)

8. What are your recommendations for improving the Head Start program?

INSTRUCTIONS TO INTERVIEWER: Take close notes, verbatim where possible. Draw longitudinal line on legal pad; left side for A.M. class, right side for P.M. class, write across the pad where answer is independent of which class is being discussed. Record answers by question number. Attach this demographic sheet to your report for each teacher.

P.S._____ Teacher _____ Kg _____

Kg _____ Eth

9. Did you teach in HS last summer	10.yrs as teacher	11.yrs in this school	12.What other schools	13.yrs as a Kg teacher	14.Other grades taught	15.Live near school	16.Languages spoken	17.Langua-ges under-stood but not spoken

Project 1A OEO 141-61

Questionnaire for individual interviews with Head Start children.

1. Do you remember the school you went to before this, when you had a different teacher?

2. Did you have fun there?

3. Did you do a lot?

4. What did you like best?

5. Do you have fun now?

6. Do you do a lot now?

7. What do you like best about kindergarten?

8. Which class did you like better? Why?

March 15, 1966

Dear Kindergarten Parent:

Last summer, the U.S. Federal Government sponsored a program for children who were going to enter Kindergarten in September, 1965. This program was called "Head Start."

The Federal Government is interested in what the parents of kindergarten children think about the Head Start program, even if their children did not attend Head Start. The purpose is to improve the program for the children who will be going to it next summer.

Since you have a child now in Kindergarten, we would like to have an opportunity to get your ideas and opinions about what should be done. We have asked one of our interviewers to visit you in your home. The names of the interviewers are listed below. He or she will reach you to make an appointment for the interview and will have a letter of identification signed by me when he visits you.

We hope we may have your cooperation in this study. Its results should be of importance to your children and to others to come.

Thank you for giving us your time and your thoughtful consideration of our questions. All information you give us will be kept confidential,and will be used only for this study without any names.

If you have any questions about the study, please call 255-5600 Extension 424. We will be glad to answer.

Interviewers:

Mr. David Walker
Mr. Armando Escobar
Mrs. Bernice Lyons
Mr. Isaac Perez
Miss Ellen Rothenberg

Yours very sincerely,

Max Wolff

Dr. Max Wolff, Director

SI USTED PREFERIERE LEER ESTE MENSAJE EN ESPAÑOL, FAVOR DE VIVAR LA PÁGINA.

15 de marzo de 1966

Querido padre de niños del sistema pre-escolar:

El verano pasado, el gobierno de los Estados Unidos auspició un programa para los niños que van a entrar en Kindergarten en septiembre 1965. Este programa fue llamado "Head Start".

El gobierno federal está interesado en lo que los padres de los niños de Kindergarten piensan del programa Head Start, aunque si sus niños no asistan Head Start. El propósito es de mejorar el programa para los niños que asistirán el próximo verano.

Como Ud. tiene un niño que ahora está en Kindergarten, nos gustaría tener la oportunidad de recibir sus ideas y opiniones de lo que debe hacerse. Hemos solicitado que uno de nuestros entrevistadores visite su casa. Los nombres de los entrevistadores aparecen abajo. El o ella le llamará para hacer una cita para la entrevista y tendrá una carta de identificación firmada por mi cuando le visite.

Esperamos tener su cooperación en este estudio. Los resultos serán de importancia para sus niños y para otros que vendrán.

Les damos las gracias por su tiempo y su atenta consideración a nuestras preguntas. Toda la información que Uds. nos den será confidencial y será usada solamente para este estudió, sin nombres.

Si tienen Uds. preguntas acerca de este estudio, favor de llamar 255-5600, extensión 424. Con mucho gusto en contestarlas.

Sinceramente,

Max Wolff

Los entrevistadores:

Mr. David Walker
Mr. Armando Escobar
Mrs. Bernice Lyons
Mr. Issac Pérez
Miss Ellen Rothenberg

OEO 141-61 Project II

HOME INTERVIEW QUESTIONNAIRE - HEAD START PARENTS

Child's name.....Address.....Apt...FL...Phone.....

Pair # 78- 79- 80-

IBM ID# 1- 2- 3- 4- 5-

Father ..... Interviewer.....

Mother ..... Date of interview.....

Guardian ..... 6-☐

Respondent's name.....Relationship to child .....7-☐

(From observation)

1. Ethnic: 8-☐
   - NonPR Negro -1
   - PR -2
   - NonPR white -3

2. Language spoken in home: 9-☐
   - English -1
   - Spanish -2
   - Eng.& Sp. -3
   - Other -4

3. Fluency in English: 10-☐
   - Fluent -1
   - Adequate -2
   - Poor -3
   - None -4

4. Children, 18 or under, living at home:

	First name	Age	School	Grade	Out of school	Pre-schooling
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

11-☐ 12-☐ 13-☐ 14-☐ 15-☐ 16-☐ 17-☐ 18-☐

5.

	Father	Mother
Occupation:	19-☐	22-☐
Working now? YES NO	20-☐ Y N	23-☐
Highest sch. grade completed:	21-☐	24-☐

6. Family income, 1965 (approx.) 25-☐

PER WEEK $..... or PER MONTH $.....

OR ANNUALLY
- Under $3,000 -1
- $3 to under $5,000 -2
- $5 to under $7,000 -3
- $7 to under $10,000 -4
- $10,000 and over -5
- DK -6

7. More than ½ of income comes from:
   - Wages -1
   - Welfare, ADC -2
   - Pension -3
   - Other -4
   - ----- 26-☐

8. Why did you decide to send your child to Head-Start last summer? (Verbatim)

---

9. Which of these reasons, in your opinion, were most important to you?

(1)_____

(2)_____

27-☐ 28-☐ 29-☐

10. Was there any one person who decided you to register your child in H-S? 30-☐

Self -4

Yes -1
No -2
DR -3

11. If YES, was this person: 31-☐ 32-☐

a. Public school		H-S Center		Unofficial	
Principal	-1	Head T	-4	Community org.	-1
Teacher	-2	Teacher	-5	Family	-2
Other (Specify)	-3	Fam.Asst	-6	Neighbor	-3
		Par. Cor.	-7	Friend	-4
		Other	-8	Other	-5

b. If official, where did you meet him or her?
---------- 33-☐

c. Was he or she: 34-☐ 35-☐

		Sp-Speak.	From this area?
NonPR N	-1	Yes	Yes
PR	-2	No	No
NonPR wh	-3	DR	DR
DR	-4		

12. Did anyone (not school or center person) ENCOURAGE you to send your child? Y N DR

a. If so, specify: 36-☐

Church----------1
Parents' assn----------2
Other organization----------3
Family----------4
Neighbor----------5
Friend----------6
Others----------7

b. What was the main reason given? 37-☐

----------(Verbatim)

13. Did anyone (not school or center person) DISCOURAGE you from sending your child? Y N DR

a. If so, specify: 38-☐

Church----------1
Parents' Assn----------2
Other organization----------3
Family----------4
Neighbor----------5
Friend----------6
Others----------7

b. What was the main reason given? 39-☐

----------(Verbatim)

14. How did you hear about the H-S program?

a. Public announcement: 40-☐

TV Radio Newspaper
Poster ---------- None DR
(where)

b. Letter from school? YES NO DR 41-☐

c. Official home visitor? Y N DR 42-☐

If Yes, specify:

School person: ----------

H-S staff person: ----------

Was the visitor: 43-☐ 44-☐

		Sp.Speaking	From area
NonPR N	-1	Yes	Yes
PR	-2	No	No
NonPR wh	-3	DR	DR
DK	-4		

d. Did you hear about H-S in any other way? 45-☐

---

15. In your opinion, what is the best way to bring more children into H-S next summer?

----------46-☐

---

16. On the whole, was the effect of H-S on your child

Very good -1
Fair -2
Mixed, good and bad -3
Waste of time -4
Very bad -5
No opinion -6

Comment: ----------

----------47-☐

17. Did your child have a hard time leaving you at the beginning of H-S? 48-☐

Yes -1
A little -2
No -3
DR -4

Comment: ----------

---

18. About how long did it take him (her) to get used to going to the Center and leaving you? 49-☐

(Days or weeks)

19. Did you notice any change in your child's behavior at home because of going to H-S?

Improved behavior	-1
No change	-2
Worse behavior	-3
DR	-4

Comment: ---------- 50-☐

20. Did your child learn new things at the H-S Center? 51-☐

Many	-1
Quite a bit	-2
A little	-3
None or very little	-4
DR	-5

Comment: ----------

21. Did you take part in the H-S work? Spouse?

Activity	52-☐ Mother	Frequency 53-☐ Father
Go to meetings	.....	.....
Help on trips	.....	.....
Help at school	.....	.....
Discuss child w. Teacher	.....	.....
Talk to other staff	.....	.....
Other (Specify)	-----	-----
No activity	.....	.....
DR	.....	.....

22. Comparing H-S and Kg., did your child have as hard a time leaving you in Sept. for Kg.?

Easier to Kg.	-1	54-☐
About the same	-2	
Worse than to H-S	-3	
DR	-4	

How do you account for it? ----------

23. How did he (she) adjust to Kg. work?

Faster than to H-S	-1	55-☐
About the same	-2	
More slowly	-3	
DR	-4	

Comment? ----------

24. Comparing your H-S child with your older children, do you see any difference in his learning progress in Kg.? 56-☐

Better progress	-1
About the same	-2
Slower progress	-3
Cant compare or DK	-4

25. Do you feel welcome in the schod your child goes to now? 57-☐

Yes	-1
Fairly welcome	-2
No	-3
No opinion	-4

26. How does Kg. compare with H-S in its welcoming attitude toward parents; interest in children? 58-☐ 59-☐

	More than H-S	Same	Less than H-S	DK
Welcome to parents	-1	-2	-3	-4
Interest in children	-1	-2	-3	-4

27. What activity, if any, have you or your spouse joined in the present school?

Activity	Frequency Mother	Father
Go to meetings	.....	.....
Help on trips	.....	.....
Help at school	.....	.....
Disc.ch w. Teacher		
Talk to other staff	.....	.....
Other (Specify)	-----	-----
No activity	.....	.....
DR	.....	.....
	60-☐	61-☐

28. Are you satisfied with the Kg. your child attends? How does it compare with his (her) Head-Start class?

	Opinion of KG.	Compared to Head Start
	62-☐	65-☐
a. Strictness of discipline	Too much -1 Just right -2 Not enough 3 No opinion -4	More th. H-S-1 Same as H-S -2 Less th. H-S-3 No opinion -4
	63-☐	66-☐
b. Amount child learns	Too much -1 Just right -2 Not enough -3 No opinion -4	More th. H-S-1 Same as H-S -2 Less than HS-3 No opinion -4
	64-☐	67-☐
c. Any prejudice (race or ethnic)	A good deal-1 Not much -2 Very little-3 None -4 No opinion -5	More th. H-S -1 Same as H-S -2 Less th. H-S -3 No opinion -4

Comment: ----------

29. Did your child have a teacher who was of a minority group or who could speak Spanish in either Kg. or H-S? YES NO DK 68-☐
If YES, specify:
Head Start ----------
Kg. ----------

30. In your opinion, how important is it to have Negro or P.R. teachers for your child? To have teachers who can speak Spanish?

	N	PR	Span. speaking
Very important	-1	-1	-1
Good, but not necessary	-2	-2	-2
Makes no difference	-3	-3	-3
No opinion	-4	-4	-4
	69-☐	70-☐	71-☐

Comment: ----------
---

31. In both H-S and in Kg. your child went to a class where the children were .....
In your opinion, does this fact have any effect on the education your child gets? 72-☐

Makes it a better school -1
Makes no difference -2
Makes it a poorer school -3
No opinion -4

Comment: ----------

---

32. Have you thought of any plans for your Kg. child's future? 73-☐
Profession ---------- -1
Non-prof. goal ---------- -2
Too early to say -3
Up to him to say -4
No opinion -5

33. If you have a definite goal for your Kg. child, how much education do you think he will need to reach this goal? 74-☐

Elementary school -1
High school graduation -2
College, or other post-high -3
More ---------- -4
No opinion -5

34. In general, how much education do you think a child needs to get along in the world today? 75-☐

Elementary school (8th) -1
Some high school -2
High Sch. graduation -3
Some college -4
College graduation -5
Professional school -6
Technical post-high -7
DK -8

35. What are your suggestions for what should be done to improve the H-S program for the children next summer? 76-☐

OEO Project 141-61

HOME INTERVIEW QUESTIONNAIRE - NONHEADSTART PARENTS

Child's name .....Address ....Apt..Fl ..Phone.....

Pair # | | | |

IBM ID# | 78- | 79- | 80- |

1-	2-	3-	4-	5-

Father..... Interviewer.....

Mother..... Date of Int.....

Guardian.....6-/__/

Respondent's name..... Relationship to child ..... 7-/__/

(From observation)

1. Ethnic: 8-/__/

NonPR Negro	-1
PR	-2
NonPR white	-3

2. Language spoken in home: 9-/__/

English	-1
Spanish	-2
Eng.& Sp.	-3
Other	-4

3. Fluency in English 10-/__/

Fluent	-1
Adequate	-2
Poor	-3
None	-4

4. Children, 18 or under, living at home:

	First name	Age	School	Grade	Outof Sch	Pre-sch
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

11-/__/12-/__/13-/__/14-/__/15-/__/16-/__/17-/__/18-/__/

5.

	Father	Mother
Occupation	19-/	22-/
Working now? Y N	20-/	Y N 23-/
Highest sch. gr. completed:.....	21-/	24-/

6. Family income, 1965 (approx.)

PER WEEK OR YEAR 25-/__/

$..... OR PER MONTH $.....

Under $3,000	-1
$3 to under $5,000	-2
$5 to under $7,000	-3
$7 to under $10,000	-4
$10,000 and over	-5
DK	-6

7. More than ½ of incomes from:

Wages	-1	Pension	-3
Welfare or ADC	-2	Other ----------	-4

26-/__/

8. Did you ever hear of the Head-Start program for 5-year old children that was held in the schools last summer? 27-/__/

Yes	-1a
No	-2
DR	-3

(IF YES): Did you hear about it

(June) before it began	-4
(Jul.Au)while it was on	-5
(Sept.) after it was over	-6
Don't remember when	-1

9. (IF YES, but too late) 28-/__/

Do you think you would have sent your child to Head-Start if you had heard about it in time?

Yes	-1
No	-2
DK	-3

INTERVIEWER: CONTINUE QUESTIONS IN REGULAR ORDER ONLY IF RESPONDENT KNEW ABOUT H-S IN TIME TO REGISTER CHILD. Otherwise, skip to Question # 16.

10. Why did you decide NOT to send your child to Head-Start last summer? (Verbatim)

---

11. Which of these reasons, in your opinion, were most important to you?

(1) ---

(2) ---29[ ]30-[ ]31[ ]

12. Did anyone ENCOURAGE you to send your child to H-S? YES NO DR 32-[ ]

a. If so, specify:

School person ---- -1
Head-Start person ---- -2
Church ---- -3
Parents Assn ---- -4
Other organization ---- -5
Family ---- -6
Neighbor ---- -7
Friend ---- -8
Other ---- -9

b. What was the main reason given? 33-[ ]

---(Verbatim)

13. Did anyone DISCOURAGE you from sending your child to Head-Start? 34-[ ]

a. If so, specify:

School person ---- -1
Head-Start person ---- -2
Church ---- -3
Parents Assn ---- -4
Other organization ---- -5
Family ---- -6
Neighbor ---- -7
Friend ---- -8
Other ---- -9

b. What was the main reason given? 35-[ ]

(Verbatim)

14. How did you hear about the H-S program? 36-[ ]

a. Public announcement?

TV Radio Newspaper

Poster ---- None DR

(Where?)

b. Letter from school? YES NO DR 37-[ ]

c. Official home visitor? YES NO DR 38-[ ]

School person ----

H-S person ----

Other ----

If YES, was the visitor:- 39-[ ] 40-[ ]

		Sp.Speaking?	From area
NonPR N	-1	Yes	Yes
PR	-2	No	No
NonPR wh	-3	DR	DR
DK	-4		

d. Did you hear about H-S in any other way? 41-[ ]

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15. In your opinion, what is the best way to bring more children into H-S next summer?

--- 42-[ ]

16. Do you feel welcome in the school your child goes to now? 43-[ ]

Yes -1
Fairly welcome -2
No -3
No opinion -4

17. What activity, if any, have you or your spouse joined in the present school?

Activity	Frequency Mother	Father
Go to meetings	.....	.....
Help on trips	.....	.....
Help at school	.....	.....
Discuss child with teacher	.....	.....
Talk to other staff	.....	.....
Other (Specify)	-----	-----
No activity	.....	.....
DR	.....	.....
	44-[ ]	45-[ ]

18. Are you satisfied with the Kindergarten your child now attends?

Opinion of Kg.	
a. Strictness of discipline	too much -1
46-[ ]	just right -2
	not enough -3
	no opinion -4
b. Amount child learns	too much -1
47-[ ]	just right -2
	not enough -3
	No opinion -4
c. Any prejudice (racial or ethnic)	A good deal -1
48-[ ]	Not much -2
	Very little -3
	None -4
	No opinion -5

Comment:----------

19. Did your child have a teacher who was of a minority group (Negro or PR) or who could speak Spanish? YES NO DK 49-[ ]

If YES, specify:

Kindergarten.....

Elsewhere .. ..

20. In your opinion, how important is it to have Negro or P.R. teachers for your child? To have teachers who can speak Spanish?

	N	PR	Span-speaking
Very important	-1	-1	-1
Good but not necessary	-2	-2	-2
Makes no difference	-3	-3	-3
No opinion	-4	-4	-4
	50-[ ]	51-[ ]	52-[ ]

Comment:----------

21. Your child goes to a kindergarten class where all the children are .....
In your opinion, does this fact have any effect on the education your child gets? 53-[ ]

Makes it a better school -1
Makes no difference -2
Makes it a poorer school -3
No opinion -4

Comment:----------

22. Have you thought of any plans for your Kg. child's future? 54-[ ]

Profession -1
Non-profess. goal -2
Too early to say -3
Up to him to say -4
No opinion -5

Comment:----------

23. If you have a definite goal, how much education do you think he will need to reach this goal? 55-[ ]

Elementary (8th gr) -1
High school graduation -2
College, or other post-high school -3
More ---------- -4
(Specify)
No opinion -5

24. In general, how much education do you think a child needs to get along in the world today? 56-[ ]

Elementary school (8th) -1
Some high school -2
High Sch. graduation -3
Some college -4
College graduation -5
Professional school (Dr. Lawyer, Engineer) -6
Technical post-high -7
Other---------- -8
(Specify)
DK -9

25. What are your suggestions for what should be done to improve the Head-Start program for the children next summer? 57-[ ]

Teacher Observation Schedule

Key: 1-most effective 5-least effective

I. SKILL

A. Presentation of material:
(clarity, language, evidence of planning, flexibility, originality.) Examples:
1. 2. 3. 4. 5.

Examples:

B. Content:
(knowledge of subject, appropriateness of matter, relationship to children's experience.)
1. 2. 3. 4. 5.

C. Involvement of children:
(participation of children, awareness of children's interest, individual attention, ability to communicate with Sp-speaking children.)
1. 2. 3. 4. 5.

D. Room arrangements:
(availability of materials, extent of materials present, use of floor space.)
1. 2. 3. 4. 5.

II. Style and Tone of teacher

A. Level of activity allowed:

Limits of independence of movement:

Flexible, wide to rigid, narrow
1. 2. 3. 4. 5.

Level of noise permitted
Busy, conversational to absolute auiet or total disorder
1. 2. 3. 4. 5.

B. Control
Most effective to least effective
1. 2. 3. 4. 5.
Most permissive to most rigid
1. 2. 3. 4. 5.

Discipline: reaction to stress

Other examples:

Examples:

Examples: discipline; frequency of techniques

simple directives.....

direct praise.....

scolding.....

depriving.....

direct threat.....

promises.....

signals.....

threaten withdrawal of affection.....

physical control.....

use of word "shame".....

removal from group.....

moralizing.....

calling on outside authority.....

calling for competition among children.....

request to please T, or statement of T's pleasure.....

pointing out a child or group as positive model.....

pointing out a child or group as negative model.....

C. Transitions between activities:
Smooth to chaotic
1. 2. 3. 4. 5.

Routines: (milk, getting on line, rest, leaving room)
Smooth to chaotic
1. 2. 3. 4. 5.

Examples:

D. Teacher's manner.
Most professional and objective to Least professional and subjective
1. 2. 3. 4. 5.

(self-pitying, demanding, patronizing, or cheerful, approachable, confident)

E. Attitude toward children:

Respect for and liking for children to Contempt for and dislike of
1. 2. 3. 4. 5.

III. Bias — for or against Head Start
ethnic or racial bias
other

A. Partiality: Examples:

1. Individual:
(Special attention, criticism given individual children)
1. 2. 3. 4. 5.
None to most
2. Groups of children:
Equal treatment to special treatment
1. 2. 3. 4. 5.

B. Use of materials, books, pictures, etc. on race or ethnic:
Many.....
Some.....
Few.....
None.....

C. Degree of communication with non-English speaking children:
Equal communication to ignoring
1. 2. 3. 4. 5.

D. Evidences of racial or ethnic bias:

Allocation of Time

Curriculum	Observation I	II
	Minutes	
Dicussion		
Storytelling(T or children)		
Language development		
Number concepts		
Science		
Music		
Art		
Routines		
Health		
Play period		
Attendence		
Recess		
Milk and cookies		
Rest		
Transitions		
Discipline (Individual)		
(Group)		
Interruptions		
Other		
Total		

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